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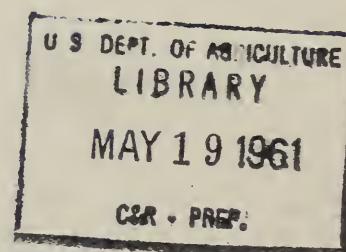
Leadership Workshop



Training In

Administrative

Management



53
UNITED STATES DEPARTMENT OF AGRICULTURE
SALT LAKE CITY, UTAH
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FOREWORD

From the beginning the members of the Department of Agriculture have been dedicated to public service. The nature of the Department's work provides numerous and unlimited opportunities for such service. It is only natural for the Department to attract people with a strong desire to devote their lives to occupations essential to the public welfare.

How well we individually and collectively meet the challenges and opportunities inherent in our work largely depends upon our skill in administrative management and leadership. This skill is acquired through training and directed experience. The Department has long recognized the need for a progressive training program and has been widely acclaimed for its accomplishments in the training field.

The need for training never ends. New people, changes in programs, new approaches to problems, new opportunities for service, are always present.

Leadership workshops to provide training in administrative management have proved very beneficial to the participants and to the widening circle of people within and outside the Department whom they influence. New administrative and leadership skills are acquired. For awhile the participants are lifted out of the routine of their jobs and devote their thinking to the broad aspects of management. New vistas in human relations are opened to them. A fresh look is taken of the broad objectives of our work. Associations with fellow participants and with the various specialists who take part on the program generate new interest and enthusiasm. A cherished byproduct of the workshops is a greater understanding and appreciation of the work of other agencies of the Department and of the Department as a whole. Participants become a little more Department people and a little less agency people.

Those who attend the workshops are carefully selected. They have already demonstrated competence in management and leadership and potentiality for growth. The workshops will have failed if the participants do not return to their jobs more proficient, more enthused, more appreciative of the great mission of the Department and more determined to work a little harder to help attain its objectives.

The goal of the 1958 workshop at the University of Utah was: To point toward "more effective leadership in public service," through personal development, agency improvement, departmental benefit, in the discharge of USDA responsibilities.

It is the sincere hope of the Steering Committee that the goal was accomplished.

ACKNOWLEDGMENT

Grateful acknowledgment and appreciation is extended to the Steering Committee, which developed the plans, conducted, and made all arrangements in connection with the Workshop. This Committee is composed of Glade Allred, State Administrative Officer, Utah ASC State Office, Chairman, John R. Bradshaw, Assistant State Conservationist, Soil Conservation Service, William H. Bennett, Acting Dean of Agriculture, Utah State University, D. Ivo Eames, Real Estate Loan Officer, Farmers Home Administration, and A. R. Standing, Assistant Regional Forester, Forest Service.

Grateful acknowledgment is also extended to the many excellent leaders, speakers, and participants who took time out of a busy schedule to give the group the advantage of their thoughts and experience.

Appreciation and thanks are also extended to everyone who in any way participated in the Workshop and who assisted in the compilation of this report.

Much of the information contained in this report was prepared during the period the Workshop was in session; therefore, the summaries and discussion reports do not include all of the thoughts expressed or the ideas developed. There is also a possibility that the report may include some unintentional misinterpretation of the speakers' remarks. It is hoped, however, that the report will offer much that is thought-provoking and challenging to those who are concerned with training in Administrative Management.

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PURPOSE AND OBJECTIVE OF COURSE

By
Glade Allred

Mr. Allred is State Administrative Officer for the Utah Agricultural Stabilization and Conservation Committee. He has an A. S. degree from Snow Jr. College and a BS degree from the Utah State University, and has worked in the Department of Agriculture since 1938.

DIGEST OF TALK

After welcoming the group to the workshop, Mr. Allred introduced the guests, members of the steering committee, and agency representatives who were present.

This is the first course in training in administrative management to be held on a Department-wide basis in Utah. Throughout the entire history of the Department of Agriculture from 1839 to the present time its purpose has been to provide the best possible service to the public dedicated to the service of agriculture for the public welfare.

It is a very complex organization responsible for carrying out a comprehensive agricultural program which extends into every part of the world involving varied functions in research, education, conservation, marketing, production adjustment, and credit.

The Department is a recognized leader among federal agencies in developing a strong career ideal among its employees. Employees who exhibit leadership potentials are given broad administrative and professional background through planned work experience and supplementary training activities.

The training in administrative management program is one of the Department's most successful training activities.

The program started in 1945 and has been received very enthusiastically throughout the country.

Mr. Allred commended the participants on their selection by their agency to attend the training course and asked for their full cooperation in making it a success. He pointed out that by full cooperation between discussion leaders and participants the workshop would contribute to more effective leadership in public service, and the government may expect:

1. Trained employees who will be considered for higher supervisory and administrative positions.
2. Improved performance by trainees already in responsible positions.
3. Development of a body of administrative information that will have general use in the Department.
4. Nucleus from which better training in Administrative Management will spread throughout the Department.

Participants may expect:

1. Opportunity to hear and get acquainted with a few management leaders.
2. Opportunity to work side by side with other selected individuals on problems of agricultural administration.
3. An opportunity to collect and present problems of administration from your own agency for cooperative solution.
4. To receive guided instruction on management principles.
5. Opportunity to review and discuss some of the best publications in the field of administrative management.

After reviewing the program for the course, assignments were made to participants to serve on discussion committees. Each committee was asked to:

1. Take notes on the topic presentation and prepare a written digest on the talk.
2. Take notes on and prepare a written summary of the round-table discussion
3. Prepare a written statement drawing specific conclusions from the presentation and discussions and showing practical application of the principles and procedures involved with the work of the Department.
4. Use the statement referred to under 3 above as a basis for conducting a one-hour discussion on the topic.
5. Prepare a list of topic references.
6. Submit a complete report by noon on Friday, December 5 giving a digest of talk, summary of discussion, conclusions and application, and references.

Assignments were made for a committee to compile the material prepared by each discussion group into a report for distribution to workshop participants and to agency heads in the State.

Mr. Allred concluded by pointing out that a conscientious effort was made to provide the very best qualified persons available from universities, private industry, and the Department to lead the discussions.

It is the hope of the steering committee that this workshop will point toward "more effective leadership in public service through personal development of the participants, agency improvement, and Department benefit through adoption of sound management principles and procedures in the discharge of USDA responsibilities in the State of Utah.

ADMINISTRATIVE LEADERSHIP AND HUMAN RELATIONS IN MANAGEMENT

By
David D. Moffatt

Mr. Moffatt is an Administrative Assistant to the President of the Utah Power and Light Company. He has a B. S. degree in Electrical Engineering from the University of California and a M. S. in Business Administration at M. I. T. He has been with Utah Power and Light nearly 30 years, except for one year of additional schooling and four years in the army. Mr. Moffatt has been in sales, personnel, rates, power production, and has served as staff engineer.

DISCUSSION COMMITTEE

George W. Craddock, Forest Service
Lloyd Hunsaker, Agricultural Extension Service

DIGEST OF TALK

Management is a relatively new art in which the principle ingredient is people. Because the basic urges of human nature can't be changed, management poses the over-all problem of being able to understand, control, develop and channelize human nature for the optimum good of the individual and employer.

The manager or leader strives, among other things:

To lead by inspiration and persuasion rather than by command;

To make balanced and effective use of all human and material resources at his command;

To inspire subordinates to act with initiative, self-development, self-discipline and competence as members of a team; and

To maintain two-way communications at all levels.

Relatively more progress has been made in the "mechanics" of industry and management than in the "humanics" of management. The major deficiencies in the humanic phases of management lie in the area of "What else does he work for, besides wages?" In this area, more attention is needed on the following wants of employees:

To be identified as an individual, with something important,

To be recognized for his own contribution,
To be approved and accepted,
To be on a "team",
To be able to communicate,
To have some degree of freedom for exercising initiative and judgment,
To believe he is with a good outfit, having a worthwhile mission.

SUMMARY OF DISCUSSION

Understanding of human nature is essential to good management but the humanics of management should not be overdone to the extent that it jeopardizes accomplishment of management's major objective: that of getting the job done.

The art of management, though based primarily on human relations, also involves:

Qualified leadership at each level of authority,

Decentralized organization with authority to act delegated to individuals at the lowest practical functional level,

Open, rapid two-way channels of communication,

Flexibility to meet new conditions,

Judicious use of management tools, such as committees, staff conferences, training programs, incentive awards, etc.

Leadership is highly essential for effective management. Some attributes of a good leader or administrator are:

Knowledge of subject matter, organization goals, and human nature,

Good health, intelligence, integrity,

Ability to select key assistants and to delegate responsibility,

Lively imagination tempered by good judgment,

Ambition and drive -- but not for personal power,

Ability to write clearly and speak effectively,

Dependability that evokes confidence,

Patience, courage, faith and a sense of humor.

REFERENCES

Chester Barnard, Functions of the Executive. (Harvard Press), 1945.

Ordway Tead, The Art of Leadership.

B. B. Gardner, Human Relations in Industry. Rev. Edition, Chicago, Darwin, 1950.

THE ROLE OF DECISIONS IN MANAGEMENT

By
Ernest C. Betts, Jr.

Mr. Betts is Director of the Office of Personnel in the Department of Agriculture, and has been since December, 1956. He received his advanced education at Platterville, Wisconsin, State Teacher's College, and the Vernon County Normal School, Viroqua, Wisconsin. He has been in Government service for nearly eighteen years, fifteen years of which have been in the USDA. He served as an assistant to Secretary Benson from 1953 to 1956. Mr. Betts has served in many other responsible capacities since being transferred to the Department in 1943.

DISCUSSION COMMITTEE:

Andrew R. McConkie, Forest Service
D. Sheldon Winn, Soil Conservation Service

DIGEST OF TALK

Decision making is the heart of the administrative process. The administrator, or manager, is the individual who makes the decisions, communicates them to lower levels of the organization and motivates the employees to carry them out. A good administrator makes most of his decisions by a rational process as opposed to a poor administrator who may depend on (1) chance, (2) instinct, (3) convention or, (4) non-rational methods.

"The Role of Decisions in Management" implies two fundamental concepts; (1) that someone has to make decisions, and (2) that decisions have a relationship to the job of managing.

A manager blends thought and action in decision making to secure balanced results through the work of other people by their own efforts. Both managers and non-managers act with personal initiative, intelligence and reason. There is no clear separation between so-called managers who make all the decisions and "doers" who carry out the orders.

The most effective manager leads by inspiring, persuading, serving, teaching, creating a climate conducive to action and initiative. In this situation he and his fellow workers can recognize common interests and goals and pursue common purposes using their thinking power before the making of a managerial decision.

The exercise of judgment introduces the concept of making a choice. This implies freedom to choose without coercion. Decentralization of managerial functions of necessity includes spreading of responsibility for results of the decisions.

Decisions are made by individuals, not by groups. Such decisions come from all levels in the organization. The managerial responsibility is quite different. It must be built into an organizational structure so as to decentralize the decision making to the maximum feasible extent that skills, competence and information are available. This decentralization should extend not only to the managers but to the functional specialists as well. It must be accompanied by information so decisions can be intelligently made.

The most strategic decisions a manager may be called on to make are:

1. Setting objectives of the organization.
2. Determining what services it will render.
3. How will these services be rendered?
4. Determining what work will be done by direct operations and which by contract or cooperative staffs.

We need to develop in each man the broad vision that will fit him for decision making at higher and higher levels of responsibility. We need to decentralize decision making responsibilities. If we permit each man to work, create, and produce to his utmost, we need to decentralize to him the job of making responsible decision in his own specific area of competence.

Management would oft times be better off by fewer decisions of its higher-level managers.

SUMMARY OF DISCUSSION

The group discussion indicated general agreement with decentralization of decision making responsibility. This should be the "lowest level where both the needed skills and competence on the one hand, and the needed information - embracing understanding of both direct and environmental probable impacts of the decision - on the other hand - can reasonably be brought to exist; so such information and understanding can be brought to bear in choosing wisely from among possible alternatives, or risks, as responsibility and need for decision arise." (Smiddy, Harold F.)

CONCLUSION AND APPLICATION

Three problems were considered:

- (1) Within your organization has decision making been sufficiently decentralized?

Comment

It was agreed the USDA agencies represented had made good accomplishments in this field. By additional training and planning at all levels of responsibility a lot of improvement can yet be made by employee development.

- (2) When decisions are made, how may we get employees to put them into effect?

Comment

- (a) Bring employees into more decision-making responsibility.
- (b) Give them an understanding of the whole picture (proper orientation).
- (c) Improve training.
- (d) Explain the reason why.
- (e) Provide the proper tools and climate for effective action.

- (3) Do you use groups in decision making?

Comment

- (a) It was generally agreed that staff people or groups were effective in helping the "line" officer or manager arrive at decisions.
- (b) Consideration of problems by groups is an excellent training tool.
- (c) Committees or groups are sometimes impowered by the manager to reach conclusions for him although he maintains final judgment.

REFERENCES

1. Cooke, Morris L., and Murray, Philip
"Organized Labor and Production"
2. Smiddy, Harold F.
"Managerial Decision Making"

EMPLOYEE MORALE

(WHAT IT IS, HOW DEVELOPED AND MAINTAINED)

By
Arnold R. Standing

Mr. Standing is Assistant Regional Forester in Charge of the Division of Personnel Management, Intermountain Region, U. S. Forest Service. He received his B. S. degree from Utah State University in 1929. Mr. Standing started with the Service in 1923 as a Forest Ranger of the Cache National Forest. He has served in many other capacities such as a Range Examiner, Forest Supervisor and Personnel Officer.

DISCUSSION COMMITTEE

John W. Metcalf, Soil Conservation Service
Simon L. "Buck" Cuskelly, Forest Service
Ralph M. Grant, Western Laboratory, Performance and Aerial
Photographic Division

DIGEST OF TALK

A broad generalization of Mr. Standing's topic, "Employee Morale - What It Is, How Developed and Maintained" might be stated as follows: morale in an organization is largely a reflection of the kind and quality of supervision in respect to human relations.

One statement in Mr. Standing's discussion is particularly applicable to many agencies of the Department of Agriculture. To quote, "Unfortunately most organizations have not appreciated the importance of good supervision and have not paid sufficient attention to the selection of supervisory officers, and have done far too little in training the supervisory personnel in the art of human relations." As Dr. Van Dersel mentioned, most of the USDA agencies are composed primarily of technical specialists. We all know of situations where a highly capable technical specialist, when placed in an administrative, supervisory position, is unable to cope with the problems in human relations which constitute the major part of the supervisor's job. Because of this weakness in human relations he is unable to inspire in the employees which he supervises the three fundamental elements of morale that Robinson cites: loyalty;

will-to-do, and cooperation. This is no reflection on the supervisor but is an inherent weakness of the system. Several examples of destruction of morale were given by Mr. Standing and Mr. Betts. Mr. Betts explained that in the case of the meat inspector, remedial action is being taken through directed training. Mr. Standing explained how the situation was alleviated in the case of the Forest Supervisor, merely by discussing the weakness in human relations with the supervisor who then took the remedial steps on his own initiative.

To quote again from Mr. Standing's discussion, "It is encouraging to know that supervisory officers can make marked improvement in the techniques of handling people," and "This usually calls for a training program sponsored by management, and self-training and constant practice by the supervisors."

Mr. Betts mentioned the new Departmental program for training at other than Federal institutions. This program, though excellent in concept, is not the answer to the problem of training USDA supervisors in building and maintaining morale. We have far too many supervisors in the Department to expect to reach them by the outside training or even the present in-service training, such as the TAM sessions.

The question then is how are we going to train the supervisor in the good human relations that are the foundation on which morale is built?

The old adage, "As the twig is bent" would lead us to believe that in the USDA it might be well to inculcate and indoctrinate our young supervisors early in their supervisory careers with the principles of human relations and the building and maintenance of good morale.

If we consider that supervision begins when Henry takes Joe under his wing to show him the ropes (to scramble the semantics) isn't Henry right then at the beginning of his climb up the ladder of supervision. Shouldn't we then be thinking of guiding him on his way up rather than to wait until he is already nearing the top of the ladder before we begin to train him in the fundamental requirement of his job.

SUMMARY OF DISCUSSION

A review of Mr. A. R. Standing's presentation of the subject topic was given by John W. Metcalf. He underlined the view that supervisors are primarily responsible for group morale. Then John posed the question, "Since most USDA supervisors are selected from people trained as agricultural science technicians, what can be done to train them in supervisory skills?" Especially important are these skills to younger supervisors and those being considered for selection as supervisors.

During the discussion it was estimated that a new Forest Service employee spends at least fifteen days a year in training, and sometimes more. Much of this time could be well spend in studying and practicing administrative management.

This led to a statement that "production suffered from the loss of time used for training." The opinion was advanced that training was "preventive maintenance" and a morale builder. Mr. W. R. Van Dersel illustrated the economics of training by contrasting the cost of (say \$10,000) to bring a new man to full production in two years without intensive training with a cost of about half that if full productive status is reached in a year, with training.

Mr. Simon L. Cuskelly continued the presentation review by stimulating a discussion of the six "Rules-Of-Tongue" of Erwin H. Schell of M.I.T.

1. "Don't give direct orders -- suggest instead."

Discussion points were that people usually don't like to be "told". The suggestion method would work best with "high morale" persons who enjoy their work. The "low morale" or "low energy" persons would need more direction by an order.

2. "Rule of partnership."

Supervisors should be easy to approach and employees should be able to discuss problems with them. Problems concerned with the job should always be "talked out" so that hostilities and resentments would not be harbored.

When an employee and the supervisor are not able to discuss common problems easily, should the employee go "over the head" of the supervisor? It was suggested that this might be all right - but dangerous. This aspect of poor morale should be recognized and remedial action taken by management.

3. "The principle that when an executive speaks he cannot help but speak for the company or organization."

The opinion was stated that a Government executive should well consider any public statements.

It was also brought out that both Forest Service and Soil Conservation Service new personnel were given orientation lectures and trips before they made work contacts with the public.

4. "The rule 'hardest to apply' is to be constructive rather than critical, positive rather than negative, to commend outwardly but to reprimand with silence."

The last of these principles received some discussion. It was thought best to "play up" a person's commendable traits and to reprimand or show disapproval in indirect ways.

One of the group entertained the idea that employees should be allowed a certain percentage of errors before a reprimand was used. Another good thought was that errors can be examples used as part of a teacher's technique.

5. "Rule of forethought."

6. "The rule to never say anything about a person that you wouldn't say to him."

The discussion period was ended by Ralph M. Grant in a resume that included the statement, "Morale is the intangible measure of the working atmosphere of a group. Good or bad, it expresses how a supervisor works with his people."

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Webb and Morgan, "Strategy in Handling People".

Scott and Clothier, "Personnel Management".

Leonard D. White, "Elements of Public Administration".

Cleeton and Mason, "A Brief of Executive Ability, Its Discovery and Development".

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Erwin H. Schell, "Six Rules-of-Tongue for the Executive". "Advertisers Digest", January, 1943.

David R. Craig, "Personal Leadership in Industry".

ORGANIZING FOR EFFECTIVE OPERATIONS

By
V. D. Gardner

Mr. Gardner is Professor of Business Administration, Utah State University. He received his B. S. degree at USAC in 1922, and received his M.B.A. at the Harvard Graduate School of Business Administration after graduating from USAC. Mr. Gardner was principal of Rural High School at Grace, Idaho. He did auditing for school districts and municipalities while associated with a C.P.A. firm. He has been with Utah State University (USAC) since 1927.

DISCUSSION COMMITTEE

Thomas B. Evans, Soil Conservation Service
Robert A. Roundy, Agricultural Stabilization and Conservation
State Office
Carl B. Smith, Agricultural Research Service

DIGEST OF TALK

First essential of organizing is to recognize that one is dealing with human beings. An organization, like the human body, is a living thing composed of parts. The parts of the body or organization are many, but the body or organization is one.

What is Organization

Mooney and Reiley say it is the "form of every human association for the attainment of a common purpose." The form will vary with purpose, the temper of the times, and the people.

Some Common Errors of Organization

1. Jamming a system that has worked in one situation to a totally dissimilar one.
2. Requiring a multiplicity of signatures or motions where a little faith and common sense might be all that is needed.

Analysis of Operations in Government and Business

Essential functions are:

1. Technical operations
2. Commercial
3. Financial
4. Security
5. Accounting
6. Administrative

Purpose of Organization is to Fulfill the following Administrative Duties:

1. See that the plan of operations is carefully prepared and strictly carried out.
2. See that the human and material organization are suitable for the objects, resources and needs of the undertaking.
3. Establish a management which is competent and has singleness of purpose.
4. Co-ordinate operations and efforts.
5. Make decisions which are clear, distinct and precise.
6. Make careful selection of staff -- each department has a competent and energetic head: each employee where he can be of most service.
7. Define duties clearly.
8. Encourage the desire for initiative and responsibility.
9. Reward men fairly and judiciously for their services.
10. Impose penalties for mistakes and blunders.
11. See that discipline is maintained.
12. See that individual interests do not interfere with the general interest.
13. Pay special attention to unity of command.
14. Ensure material and human order.
15. Subject everything to control.
16. Avoid red tape.

Administrative duties which were considered in more detail were:

Encourage Desire for Initiative and Responsibility

1. The superior must maintain an atmosphere of approval at work.
2. The superior must provide opportunities for growth and expansion of the individual's social and egotistic need satisfactions.
3. The superior must secure the subordinate's participation.

Reward Men Fairly and Judiciously for Their Services

1. Adequate monetary reward.
2. Rewards which satisfy egotistical needs, the social needs of each individual.

See That Discipline is Maintained

1. Douglas MacGregor's observation holds true, "The boss must boss and that a leader cannot avoid the exercise of authority any more than he can avoid the responsibility for what happens in his organization."
2. Also, his observation that "A good leader must be tough enough to win a fight, but not tough enough to kick a man when he is down."

Do Not Let Individual Interests Interfere with the General Interest

Men's insecurities may impair the unity of organization by:

1. Glory grabbing
2. Hoarding information
3. Keeping people in their places

In building an organization, recognition should be given to:

1. The need all down the line for assurance.
2. Interrelationships that help discover and eliminate crippling fears and frustrations.

The Ten Commandments of Good Organization

1. Definite and clean-cut responsibilities should be assigned to each executive.
2. Responsibility should always be coupled with corresponding authority.
3. No change should be made in the scope of responsibilities of a position without a definite understanding to that effect on the part of all persons concerned.
4. No executive or employee, occupying a single position in the organization, should be subject to definite orders from more than one source.
5. Orders should never be given to subordinates over the head of a responsible executive. Rather than do this, the officer in question should be supplanted.
6. Criticisms of subordinates should, whenever possible, be made privately, and in no case should a subordinate be criticized in the presence of executives or employees of equal or lower rank.
7. No dispute or difference between executives or employees as to authority or responsibilities should be considered too trivial for prompt and careful adjudication.
8. Promotions, wage changes, and disciplinary action should always be approved by the executive immediately superior to the one directly responsible.

9. No executive or employee should ever be required, or expected, to be at the same time an assistant to, and critic of, another.
10. Any executive whose work is subject to regular inspection should, whenever practicable, be given the assistance and facilities necessary to enable him to maintain an independent check of the quality of his work.

SUMMARY OF DISCUSSION

Dr. Gardner discussed the problem of the alcoholic. It was concluded from this discussion that in order for a supervisor to help the individual, he must have a good understanding of the problem; and in order for the individual to lick his problem, he must have the desire and determination to do so.

The problem of multiplicity of signatures required on papers was brought up in relation to Government and Big Business. No suggestions were made which might alleviate this problem. However, it was pointed out that the larger an organization becomes, the more we have to resort to a greater distribution of material in order to make certain that the people who should know are kept informed.

There was a discussion on how many employees a supervisor can have reporting to him. Dr. Gardner referred us to the chart on illustrations of Direct and Cross-relationships by Gubick and Urwick. According to Dr. Gardner's paper, the armed forces say that from 3 to 6 men can report to one supervisor.

Principle items of organization and management:

1. Forecasting
2. Plan of work
3. Organization
4. Coordinating - manpower and other resources
5. Command - fix responsibilities and make definite assignments
6. Control - check points in the progress of the undertaking

Comments of group were:

1. Forecasting - analyzing job to be done
2. Errors in organizing
 - a. The same plan of work cannot be applied to all jobs
3. It is important that a man have clear cut responsibility along with his respective authority.
4. Policy decisions should be corrected whether privately or in a group.

CONCLUSIONS AND APPLICATION

- a. Definition of organization - foreseeing the future and preparing for what is going to happen.
- b. Administrative operations in the analysis of organization
 - 1. Forecast
 - 2. Plan
 - 3. Organize - (Administrative duties consisting principally of 8, 9, 11, and 12.)
 - 4. Coordinate
 - 5. Command
 - 6. Control
- c. One could make practical application of the principles and procedures outlined above as follows:
 - 1. Forecasting - Can be based upon past experience, previous reports, records, trends, and other available data.
 - 2. Planning - Set goals or objectives based on new techniques, available manpower and jobs to be done, using guidelines to direct the accomplishment of goals and objectives within framework of department policy.
 - 3. Organizing - Set up how we are going to meet goals. This is achieved by not only working from the top down, but equal importance should be given in working from the bottom up.
 - 4. Coordinating - Fitting together available manpower and equipment to the jobs in their proper sequence to accomplish the over-all goals or objectives.
 - 5. Command - Fix responsibilities and make definite assignments.
 - 6. Controls - Set up system of reporting whereby progress can be checked at regular intervals to evaluate the rate of accomplishment.

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== EFFECTIVE TRAINING FOR INCREASED EFFICIENCY AND BETTER SUPERVISION ==

By
Winston M. Crawford

Mr. Crawford is the Supervisor of Training, Geneva Works, Columbia-Geneva Steel Division, United States Steel Corporation. He attended Snow College, the University of Utah, and Utah State University. He received special training at Cornell University. Mr. Crawford was a training specialist with the Utah State Department of Public Instruction from 1942 to 1948 prior to beginning his work at Geneva.

DISCUSSION COMMITTEE

Glen E. Casey, Agricultural Marketing Service
H. V. Wiser, Agricultural Marketing Service
William A. Worf, Forest Service

DIGEST OF TALK

Our committee has an advantage in being the fifth to analyze a topic and lead a discussion. We have seen the good jobs done by the first four committees. But, we are also at a disadvantage. The first five topics have overlapped to some extent and members of the first four committees have stolen some of our "Big Medicine".

Training is not a glamorous activity but it is most important. It is with us, or should be, nearly every working day. It involves people. To quote the poet Alexander Pope, "Know thyself. Presume not God to scan. The proper study of mankind is MAN."

Mr. Crawford's talk was very effective because he had the physical instruments of his training programs on hand to illustrate his talk -- bulletins, posters, etc. His program is geared to an industrial operation -- Geneva Steel -- with 6,000 employees, highly unionized. Can his experience, method, and technique as used for the steel industry be helpful to diverse USDA agencies having 1 to 50 or more employees? Yes, indeed.

The book or school of thought Mr. Crawford recommended in employee relations and training is the good book, "The Key -- Honesty and Fair Play".

Whose responsibility is training? The supervisor's. Who is a supervisor? Anyone having employees directly responsible to him. Who should train? He who knows the job and the problems. But only if he is able to teach, to project ideas. To so equip the trainer, Mr. Crawford presented his first bulletin - How to Conduct a Meeting. The conference leader must draw out his trainees -- get them to ask questions and develop ideas.

A supervisor **MUST NOT** dodge his responsibility to train his people for know-how, efficiency, safety, courtesy to the public, etc. If he does, he is unfair to employees under him and to his own superior. It is easier to ignore the new or untrained employee and perhaps eventually discharge him for not doing his job than it is to train him along with doing your own job. But, it is wrong.

Use of visual aids such as multi-colored bulletins and posters, color slides, and motion pictures in training employees is most desirable, in fact essential. Where possible, use HUMOR liberally in visual aids. Large posters, even billboard size, placed around the office or plant in such a manner that employees will frequently see them are good training. Issue training material to supervisors to have on hand--don't depend solely on oral or memory training alone.

Among the numerous bulletins Mr. Crawford displayed were How to Conduct a Meeting; How to Use the Telephone; Getting Along with People; Value Analysis; Safety Through Job Analysis; How to use Tools; Standard Cost System; and Report Writing.

In closing, Mr. Crawford reminded us that not only industry, but services, government, and schools all have customers -- all have problems, and they are similar problems.

PRACTICAL APPLICATION

Mr. Casey has given a summary relative to Mr. Crawford's discussion of this subject. It is my responsibility to show the practical application of the principles and procedures involved with the work of the Department.

All of Mr. Crawford's training programs were aimed toward increased production and improved quality of a specific product. Our Department deals not in specific products but in a variety of services and educational programs; however, we have the same problems of human relations and in the sense that service and information are products we are confronted with the same problems of quantity and quality production.

Any lack of training or breakdown in supervision is immediately reflected in the results of our efforts. Since all of the effective work of our Department is done at the field level it would seem that if we had well-trained field men, there would be no need to waste time training supervisors.

However, all experience and reason are contrary to such an idea. In research it is easier to get technicians than to get ideas and vision: the technician could accomplish nothing unless someone recognized a problem and visualized some way to attack it. So vision, plans, organization, and well-directed work are all necessary.

We are concerned with training at all levels but our immediate concern is for better supervision -- training supervisors. The only way that there can be a practical application for training, and training principles, is that way which improves our service, makes it available to more people and/or decreased its cost.

Training is practical if it accomplishes any of these goals but the results should be measured against the cost and appraised for its real value. It is often said that experience is the best teacher and it certainly has merit, but Henry Ford summed it up very well when he said, "The trouble with the school of experience is that the graduates are too old to go to work."

If we depend on experience alone we will have years and years of "below par" production, or if our shortcomings are manifested primarily in human relations, in our contacts with the public, our program may be either ineffectual or so unpopular as to be completely discredited by the public -- our clients.

On the other hand, we can spend so much time in training programs that we have no time to do the work which we are responsible to do.

Neither approach is practical! Candidates for supervisory training should be carefully selected and trained according to the needs of the organization. In many cases the work load is seasonal and training sessions can be worked in where they are most effective and least apt to interfere with normal work flow.

Material and information used in training must be carefully examined and appraised according to the aims of the program. A great accumulation of facts is worthless to an individual unless he can use them.

Herbert Spencer expressed an idea which is worthy of thought; he said, "If a man's knowledge is not in order the more of it he has the greater will be his confusion".

In selecting "facts" for training purposes we should verify everything before it is passed on to a trainee as a fact. One of my college professors in a philosophical mood said, "Things that have been believed a long time are probably not true".

Teach the truth and be sure what you teach will be useful! "He who gets ten men to work is greater than he who does the work of ten men."

Mr. Worf will now present our conclusions.

CONCLUSIONS

As we progress up the supervisory ladder we become less and less the ultimate doers of individual jobs, and do more and more of our work through the people we supervise. It is our job to see that those people are organized -- that they are trained -- that they are stimulated -- and that they have high morale. To accomplish these goals we must develop our skill as trainers. This is one of the principal measures of a successful supervisor. Few of us can make much of a mark in the Service by the things we do individually, but if we can successfully use the great art of training to stimulate and inspire those who work under us, our influence will grow and spread indefinitely.

The broad objective of training in administrative management is to improve the efficiency and economy of operations by:

1. Developing a well-trained work force.
2. Assisting employees toward achieving their highest potential usefulness.
3. Stimulating employees with a sense of participation. Training in and for itself has no place in the Government service. Training must have a purpose and integrate the desires of the employee with the organizational needs of the service.

TOPIC REFERENCES

Mr. Crawford mentioned no standard reference books or periodicals, other than Geneva Steel's own bulletins. These are available to any of us attending this workshop who wish to call at his office. There is a great amount of reference material on training for increased efficiency and better supervision available. The committee has not had the time during this school to compile a list of such reference.

PRINCIPLES OF SUPERVISION

By

William R. Van Dersel

Mr. Van Dersel is Assistant Administrator for Management of the U. S. Soil Conservation Service. He served as Chief of Operations for the Service in the Western States, and as Personnel Officer and Chief of the Biology Division. He is a native of Portland, Oregon, and a graduate of Reed College at Portland with advance degrees from the University of Pittsburgh. He is author of numerous books, including "The American Land" and "Water for America". He recently returned from a year's leave of absence under a Rockefeller Public Service Award involving a study of the administration of natural resources in the United States, Canada, New Zealand, Australia, and England.

DISCUSSION COMMITTEE

Howard R. Foulger, Forest Service

Comer E. Smith, Western Laboratory, Performance and Aerial
Photographic Division

R. G. Gardner, Agricultural Stabilization and Conservation
State Office

DIGEST OF TALK

There are few jobs more difficult than supervising other people. This job takes more skill, more common sense, more foresight and perhaps more intelligence than any other kind of work. And it usually holds more grief, more trouble and more difficulties than any other -- it does for the person not learned in the art of guiding and working with other people.

A good supervisor is not born. A good supervisor gets good by study and practice, and the more he gets of both, the better he is. Unfortunately, few of us have actually studied supervision. Most people can learn to be supervisors. Good supervision is tremendously important. With the right kind of supervision an organization can become smooth-working, hard-hitting, high producing, and filled with people who have a high morale. Poor supervision results in trouble all day long, inefficiency, snarls, low production and, of course, low morale.

The question is: How to become a good supervisor? From a questionnaire mailed to 500 top supervisors in the U.S. Department of Agriculture the following seven PRINCIPLES OF GOOD SUPERVISION were evolved:

1. People must always understand clearly what is expected of them. A new employee should find out very soon after he reports for work:
 - a. How his agency is organized, how it operates, and what it does.
 - b. What his particular job is, the duties he will perform, and the authority he has.
 - c. How the quality of his work will be measured.
 - d. How the quantity of his work will be measured.
2. People must have guidance (training) in doing their work.
 - a. Keep personnel informed of what goes on in the organization rather than leave it up to the grapevine, where information may be distorted and twisted.
 - b. Keep employees informed of new techniques, results of research studies, new methods and procedures, etc.
 - c. Help the employee to improve his personality. All of us are taxed with personality faults. To help an individual overcome faults requires very skillful handling. Any man worthy of being a member of an organization should spend time -- his own time -- improving himself.
3. Good work always should be recognized. Everyone likes to be told he has done a good job. A supervisor gets more work done by praising his men at the right time (let his family and friends know of the good work). Special letters of commendation and placed in the personal folder should be used more frequently.
4. Poor work deserves constructive criticism. It is easier to detect poor work and to criticize than it is to recognize good work. Criticism must be deserved and constructive. A bawling-out is often worse than no action at all.
5. People should have opportunities to show that they can accept greater responsibility. Vacancies occur, and to fill them by "head-scratching" is poor business. A farsighted supervisor trains his men by letting them show what they can do. When a vacancy occurs he has the man for the job.

Make a record for the employee's personnel folder of how he performed in the "special job".
6. People should be encouraged to improve themselves. When a man leaves school his "education" just starts. On the job he encounters very real, and very personal and practical problems. On-the-job training will help him solve the practical problems never considered in school. It is up to the supervisor to provide on-the-job training..

7. People should work in a safe and healthful environment. A good supervisor, with an eye on increasing production, will see that his employees have the right working conditions.

SUMMARY OF DISCUSSION

The following questions and discussion followed the presentation by Dr. Van Dersal:

1. What caused the same continued increase in volume of work when the "come-ons" were taken away as indicated in Stewart Chase's book, "Men at Work"? Dr. Van Dersal declined to answer on the grounds that to do so would remove the incentive to read the book.

2. What problems are created by a young supervisor, a woman supervisor, color, creed or religion? Dr. Van Dersal's comments recognized the prejudices, which are a carry-over from the past, but was clear in stating they should be overcome and a supervisor should be judged solely on his ability to do a good job. We should recognize ability regardless of sex, creed, or color.

3. Do you have any suggestions for constructive criticism or skillfully pointing out deficiencies? The approach varies with the supervisor offering the criticism and the employee receiving it. Usually the best approach is to compliment the employee on the good work he is doing, and then point out where he can do even a better job by correcting the deficiency.

4. Do you have any specific measurements to show that the volume of work is increased by providing a healthier and safer environment? Many studies have been made and the results published to prove this. No specific examples were cited, but many publications are available dealing with the subject.

5. Should a standard frequency be set for a supervisor to check his field subordinates? No. This should vary with the degree of delegation of authority, experience and ability of the subordinate, etc.

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EFFECTIVE INSPECTIONS

(PANEL DISCUSSION)

By

Clifford R. Collings, Program Specialist,
Agricultural Stabilization and Conservation State Office

Lee T. Morgan, Deputy State Conservationist,
Soil Conservation Service

T. H. Van Meter, Assistant Regional Forester,
Division of Operations, Forest Service

DISCUSSION COMMITTEE

J. Fred Wright, Agricultural Stabilization and Conservation State Office

Thomas B. Evans, Soil Conservation Service

Mark W. Johnson, Farmers Home Administration

DIGEST OF PANEL PRESENTATION

Purpose and Need - "Inspection is an authorized examination of performance and a comparison of findings with established standards. Standards must be established before any inspecting is done." Mr. Collings stated and further quoted from Mr. Van Dersal, "Inspections necessarily involve consideration of the following:

1. "The conditions under which work is performed.
2. "Work going on, work that has been done, and work that is planned for the future.
3. "How the work is done, including methods, techniques, and procedures used to get it done.
4. "A comparison of the quality and quantity of the finished work with quality and quantity standards for such work."

"Adequate inspections require that projected or planned work be compared with established policies. It requires that quantity be appraised in terms of what was set forth as reasonable to expect under the existing conditions. It requires that quality be examined in the light of standards of quality already agreed upon, and it requires a determination as to whether the methods used to complete the work were adequate to get the job done."

To see the reason for any inspection we must consider the objectives of the organization. Inspections are made for the purpose of identifying strong and weak conditions and special problems or needs which exist or are developing; then, recommending changes or improvement in objectives, policies, procedures and methods which will increase the effectiveness of service for which the office is responsible.

Quoting Mr. Van Dersal again, Mr. Collings gave seven more important reasons why inspections are made:

- (1) Inspections improve morale.
- (2) Inspections help to keep administrators informed.
- (3) Inspections uncover good ideas and help to spread them.
- (4) Inspections uncover good men.
- (5) Inspections lead to improved standards.
- (6) Inspections help to train men.
- (7) Inspections help improve agency service to the farmer, which is the ultimate goal of each agency.

Essentials. Mr. Morgan discussed (1) Principles of Inspections, (2) The Making of Inspections, and (3) Follow-Up of Inspections.

Principles of inspections are:

- (1) Inspection is a line responsibility.
- (2) Inspection is a comparison of performance with established standards.
- (3) Inspection is primarily a responsibility of a line officer.
- (4) Inspections must be systematic, regular and complete.
- (5) Inspections must be recorded.
- (6) Inspections must result in action.

Steps to be taken in making inspections are:

- (1) Preparation by the inspector.
- (2) Preparation of the office being inspected.
- (3) Items of inspection.
- (4) Preparation of a report.

It was said that the end of an inspection is only a beginning. All items should be carefully followed up until completed. If this is not done systematically and promptly, the inspection will lose its value and the next one will be put in jeopardy.

Training Incident to Making an Effective Inspection. Mr. Van Meter said that the first thing the inspector needs to decide is the design of the sampling he will use to reach his objective. This depends upon the kind of an inspection and amount of time available. Government employees inspect on a sampling basis. The sample should be adequate to provide a thorough and unbiased appraisal.

The next important element is the preparation for the inspection which enables the inspector to locate areas of strength and weakness, provide guides for sampling procedures, brings out recent changes in policy standards, provides factual data for the inspection report, and many other needed items before the inspection starts.

Certain devices and techniques used in inspection work are called lists or outlines. They are largely developed because individuals cannot acquire and retain a thorough working knowledge of all the unit's activities. Check lists should serve as a guide to assure full and balanced coverage of the activity being inspected and for uniformity in writing the report. Outlines do not lend themselves to checking for intangibles.

In the absence of a formalized opportunity for training comes the design of self-training where the person makes an inspection, develops a report and thus discharges his responsibility. Experience is the greatest teacher. It gives one confidence and you learn from your own mistakes.

The Forest Service recently sponsored a two-day training course. Background material such as agency instructions, including related theoretical material, and review of selected inspection reports were required preparation. Experienced inspectors served as instructors. In general, the following topics were covered as sound in their report, "Training in Inspection" as noted in the references:

- (1) Objectives and guidelines for inspection.
- (2) Preparation for inspection.
- (3) Qualities of a good inspector.
- (4) Qualities of a good inspectee.
- (5) Use of policies and standards.
- (6) Individuality vs conformity.
- (7) Use of sampling.
- (8) Use of inspection outline.
- (9) Checking on financial integrity.
- (10) Cost considerations.
- (11) Motivating, stimulating and training inspectors.
- (12) Finding, evaluating and using facts.
- (13) Report, cover letter and follow-up.

In concluding, Mr. Van Meter said that in inspection work, he was mindful of one guiding principle. If the inspector does not know the policy and standard relative to a particular item, he should not comment or waste time on it. It is also necessary to keep personal opinion or biased opinion out of any treatment or comparison of accomplishments to a policy or standard.

SUMMARY OF DISCUSSION

It was generally concluded that inspections are a necessary and important tool of management.

The group also indicated general agreement on the following items:

- (1) That a check list should serve as a guide to obtain full coverage of the activity being inspected and uniformity of writing the report. A check list type of inspection, wherein items are checked off quite rapidly, should not be used.
- (2) Important weakness in the whole inspection system was inadequate training and the lack of effective follow-up.
- (3) The results of an inspection should be thoroughly discussed between the inspector and inspectee.
- (4) The inspector inspires other people to have confidence in him and have confidence in themselves. The inspector should be thoroughly trained. The inspector should be advised in advance of the broad field of coverage.

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INCENTIVE AWARDS AS A TOOL IN ADMINISTRATIVE MANAGEMENT

By
Dorothy Montgomery

Mrs. Montgomery is Personnel Officer, Farmers Home Administration, U. S. Department of Agriculture, and Executive Secretary, Board of Civil Service Examiners, U.S.D.A., Denver, Colorado. She joined the Resettlement Administration in 1935 and has served with the Farm Security Administration and Farmers Home Administration since that time. She is past chairman of Federal Personnel Council in Denver, Colorado, and is presently a member of the Executive Committee, Society for Personnel Administration.

DISCUSSION COMMITTEE

John Metcalf, Soil Conservation Service - Chairman
Andrew McConkie, Forest Service

DIGEST OF TALK

Motivation of a worker to do his utmost is a highly individualized matter. The kind of award and its value to the individual varies with people and circumstances.

Overstress on individual achievements may jeopardize teamwork.

There are different kinds of awards that may be given: ideas that save money are rewarded by a share in the savings; other contributions merit citations or commendations meaning prestige among one's fellow employees and possible promotion.

The success of an incentive awards program lies less in the organizational set-up than in the attitude of those who are using it. The supervisor is the key to the success of the incentive awards program.

Top management must be actively interested in an awards program in order to make it work.

Awards must be commensurate with the service rendered. The merit of the employee for an award must be definitely established. This will help to prevent jealousy among other employees.

Some of the major items discussed by Mrs. Montgomery were:

1. A good system must have flexibility and variety -- must be adapted to the individual.
2. A good system must have the interest of top management and show that it wants increased employee participation by:
 - a. Asking for it -- telling employees about areas where improvement is needed.
 - b. Setting program goals and requiring progress reports.
 - c. Participating in award ceremonies.
 - d. Considering awards in promotions.
3. Place of the supervisor in the incentive awards program.
 - a. Discuss work performance and suggest ways of improvement.
 - b. Acquaint employees with nature and criteria of various awards.
 - c. Encourage and help employees to develop ideas.
 - d. Assist employees to write up ideas.
 - e. Explain non-adoption of ideas. This is very important to morale and continued success of the awards program.
 - f. Publicize awards given to employees -- give the kind of award and the reason for granting it.
 - g. Use group meetings as opportunities for informing employees about incentive awards program.
4. An incentive awards program must be soundly administered by:
 - a. Providing adequate staff and procedures.
 - b. Insuring prompt and judicious handling of suggestions.
 - c. Keeping employees informed of the status of their suggestions.
 - d. Granting awards promptly and properly.
 - e. Giving reasons for non-acceptance.
5. Incentive awards programs must be continually promoted and publicized. It is not a "one-shot" activity.

Mrs. Montgomery emphasized some pitfalls to avoid:

1. Jeopardizing teamwork through inadequate investigation of background of suggestion, or by overstressing individual vs. group performance.
2. Forgetting non-monetary awards. Honor awards, certificates of merit, letters of recognition are often more effective than money.
3. Overlooking the supervisor. Do not underestimate the role of the immediate supervisor in motivating people.
4. Overlooking sustained, continuous high-level performance by the long-service "work-horse".
5. Not time to do it. Part of the supervisor's job to foster the awards program.

CONCLUSIONS AND APPLICATION

Application of the incentive awards program in the U. S. Department of Agriculture is little different from that in private industry. The outline of the program is developed within the framework of the Congressional act that sets up the program. The actual working of the program is dependent upon the supervisors. A variety of awards is available that can be individualized to fit the employee's sense of values.

The purposes of the incentive awards program are to save money, promote efficiency, maintain higher morale, improve supervisory relationships, and tap the reservoir of human knowledge of those who do the job. Such awards give incentive and add the zest of competition.

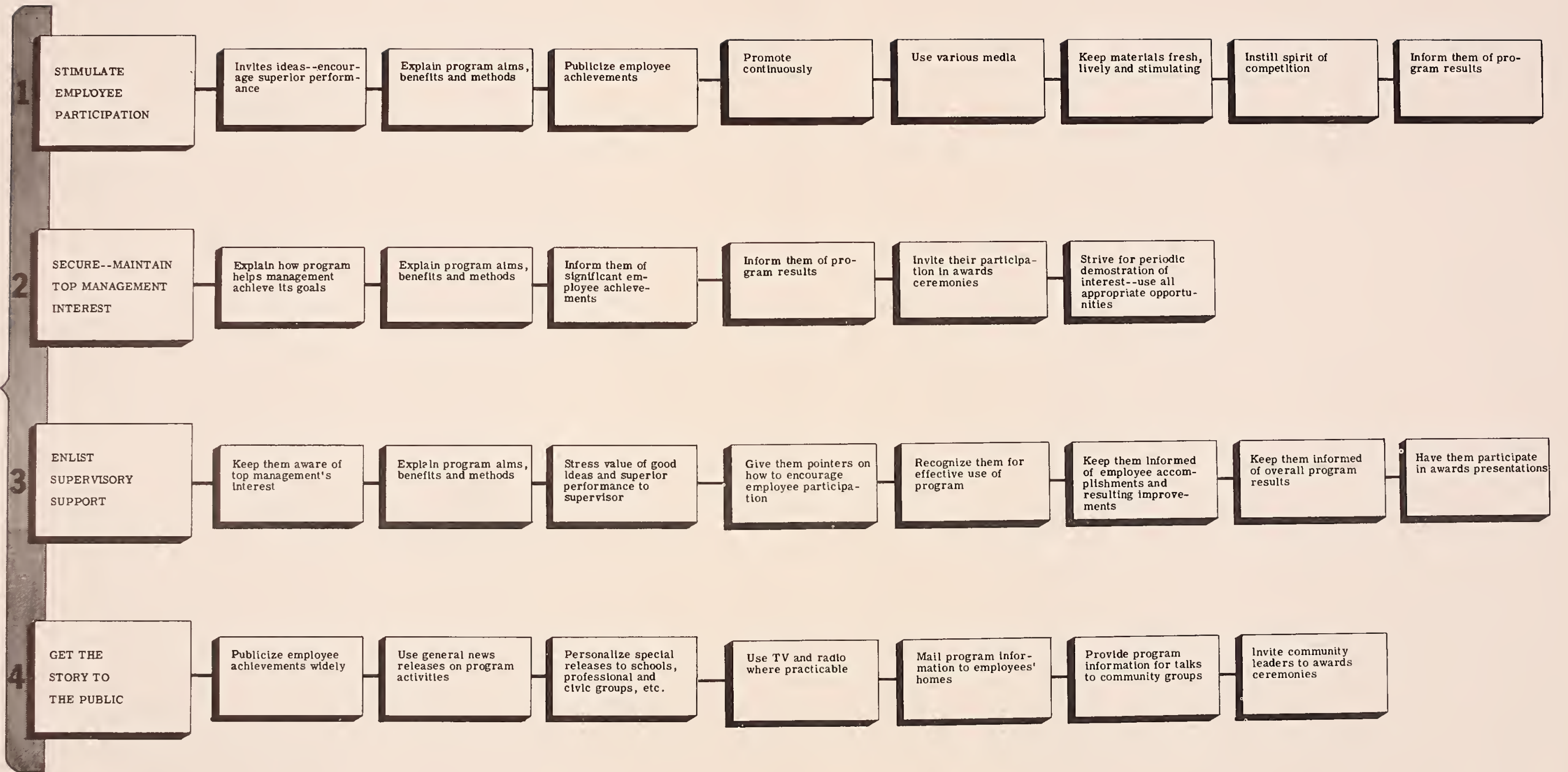
Both the supervisor and the employee should be interested in the program but it must be activated by the supervisor. To accomplish its purposes the proper climate for communications should be established.

Uniformity in the application of criteria for making awards is important, otherwise ill feeling and lack of confidence in the supervisor and the program will develop.

Supervisors should take full advantage of personal contacts and letters to compliment employees for good work. It would be well for each supervisor to study his organization to determine if the proper incentives are being provided.

ELEMENTS OF AN EFFECTIVE PROMOTION AND PUBLICITY PLAN

THE INCENTIVE AWARDS PROGRAM



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GETTING ACCEPTANCE OF RESPONSIBILITY

By
Frank H. Spencer

Mr. Spencer is Executive Assistant Administrator, Agricultural Research Service, U. S. Department of Agriculture. He has served since 1917 in administrative management positions in the Department. He has attended the Washington School of Accountancy, LaSalle Extension University of Chicago, and Alexander Hamilton Institute of New York.

DISCUSSION COMMITTEE

Scott B. Passey, Soil Conservation Service
George A. Coombs, Agricultural Stabilization and Conservation
State Office
Carl B. Smith, Agricultural Research Service

DIGEST OF TALK

Responsibility is the quality in an individual which leads him to take on those obligations which he feels are incumbent upon him. It is the "keystone" in the arch of an organization's success, and must be built on a foundation of sound character.

Factors conducive to the acceptance of responsibility are:

1. Each person must thoroughly understand his assignment.
2. Broad participation in planning - at least know what is planned.
3. Sufficient recognized authority.
4. Good communications, both up and down, and current.
5. Good morale.
6. Proper attitudes by management, which include:
 - a. Full backing of all proper discharge of responsibility.
 - b. Recognition of accomplishments and efforts.
 - c. Encouragement of individual development.

Evidences of success in getting people to accept responsibility:

1. Clean shop - orderly and efficient way of conducting business.
2. High morale of subordinates.
3. Growing knowledge of and interest in the work.
4. Decisiveness - decisions are being made.
5. Willingness to take on further responsibility.
6. "Team work" attitude.

Evidences of failure in getting people to accept responsibilities:

1. Failure to meet deadlines - always behind.
2. Buck passing.
3. Poor employee relations - low morale.
4. Vagueness
5. Over-dependence.
6. Failure to grow and develop.
7. Attitude of simply carrying on in a routine way.

SUMMARY OF DISCUSSION

1. Question: What do you do in a situation where an employee assumes responsibility for only part of the job?

Answer: Find out why he isn't accepting some responsibilities.

1. He may not feel qualified.
 2. He may not understand responsibility.
 3. Someone else may be assuming that responsibility -- including his own supervisor.
 4. He may not like certain phases of his responsibilities.
 5. Finally, he may be hesitant to make certain decisions for fear he would be wrong and incite the wrath of his supervisor.
2. "Some men grow -- others just swell." Deflate him very tactfully. Definition of tact: "being able to tell a man to go to ____ so artfully that he actually looks forward to the trip".
3. It was observed that ability to assume and properly discharge responsibilities is closely related to natural ability, training and experience.
4. Question: What do you do in a situation where the wife manages not only the home but attempts to accept her husband's responsibilities?

Answer: If she comes to the supervisor - hear her out and make appropriate suggestions. A second visit should include both employee and wife - difficulty should be resolved with him in her presence.

5. Question: What is done when the supervisor makes a wrong decision?

Answer: He should go to the man and say, "I was wrong", and attempt to rectify the error.

6. Question: What should you do when the supervisor under you makes a bad decision?

Answer: Straighten the matter out with him alone rather than carrying it to the people he supervises.

7. Question: What does the supervisor do when his employee makes a bad decision in the presence of others when the supervisor is present?

Answer: Make tactful alternate suggestions, and offer words of caution. If this is not effective, the supervisor may have to overrule the employee's decision.

8. Question: Is there a high degree of correlation between acceptance of job responsibility and acceptance of community responsibilities?

Answer: Normally, yes, but there are both extremes. His job may keep him so busy he has no time for outside activities - or he may be so involved in outside activities that they adversely affect the satisfactory performance of his job.

9. Question: What do you do with people who have reached advanced age and do not want to retire?

Answer: Use a retirement counselor when available. Gradually move the man from full to limited activity - perhaps part-time employment, such as in an advisory capacity. Assign a strong assistant to whom he will gradually assign responsibility until the assistant takes over completely.

10. Question: What do you do when an employee is promoted, but has difficulty relinquishing former responsibilities?

Answer: Give him more work than he can do in the new assignment.

11. Question: What do you do when a supervisor does not give his employee either full authority or responsibility?

Answer: Authority and responsibility go hand in hand. Either too little or too much supervision will not keep authority and responsibility in balance.

12. Question: What do you do when an employee does not want promotion because it will require additional responsibility?

Answer: Monetary consideration may be minor. Everyone needs job satisfaction. Advancement is generally a part of job satisfaction.

13. It was noted that the Forest Service has a two-system type of employment:

- a. If a man likes a certain location for various reasons and doesn't want to move, he is given slower advancement.
- b. If he is willing to go anywhere with the job, he can advance more rapidly.

14. Question: Do any agencies have any gimmicks whereby responsibility can be accepted freely?
- Answer: Ask employees' participation. Then, afterwards, present it to them again and if conflicting comments are made, they should be included before final drafting of responsibility.
15. Question: How should new ideas be introduced?
- Answer: Inasmuch as we are slow to take on new ideas, we should review a change several times before the date we expect to put it in force.
16. Give employees every opportunity to exercise individual judgment - challenge their thinking time and again - get their answers, if possible. Confidence can be built by accepting responsibility.
17. It is better to say, "Please send us your comments by a certain date", rather than "We would like you to send your comments by a certain date".
18. Question: What happens when a subordinate receives responsibility and his supervisor won't turn him loose?
- Answer: Ask the supervisor what your job is, then ask him again and again. Soon the subordinate will have all the responsibility of the assigned job.
19. Let the supervisor make the report and the subordinate look it over if it is the first time.

CONCLUSIONS AND APPLICATION

The group recognizes the acceptance and proper discharge of responsibilities as fundamental in the operation of any organization. Inasmuch as most of us were trained in technical fields, rather than personnel management, the treatment of this subject is timely. Materials presented offer a challenge and provide practical guidelines for application of this important phase of personnel management.

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MANAGEMENT OF SMALL FIELD OFFICES

(Panel Discussion)

By

Henry Peterson, Chief,
Program Operations, Utah FHA State Office

R. G. Gardner, District Fieldman,
Utah ASC State Office

Shelly Winn, Area Conservationist,
Soil Conservation Service

DISCUSSION COMMITTEE

Mark W. Johnson, Farmers Home Administration
Keith F. Myers, Soil Conservation Service
J. Fred Wright, Agricultural Stabilization
and Conservation State Office

DIGEST OF PANEL DISCUSSION

The discussion revealed four major problem areas in this field:

1. Location - to best serve the public and still have the physical facilities necessary for the office and employee living needs.
2. Recruiting of personnel.
3. Training of personnel.
4. Follow-up, training, inspection and supervision of personnel. Discussion evolved around what constitutes small field offices.
 - a. One to seven man units listed as Small Small Offices, Medium Small Offices, and Larger Small Offices.
 - b. The process of establishing (setting up) of the office plant. Need of supplies, appearance, and the need of a "better than average" man, one who can perform the multiple jobs involved.

The discussion brought out desirability of staffing small offices with good experienced personnel that have proven their versatility in program operations but that in most instances new recruits were placed in the small outlying offices because of unwillingness of experienced employees to take such assignments. This problem, it was pointed out, multiplied the importance of greater care in recruitment.

The discussion pointed out the need of immediate and intensive training of new recruits but yet allow them to get settled before training begins. The training should be comprehensive covering all phases of activity that will become a part of the office operation such as: meeting the public, housekeeping matters and office appearance, making reports, budget matters, field work, problem matters, etc., and the establishment of authorities for program action. The discussion covered follow-up training, inspection for performance, supervision by line authority, etc.

SUMMARY OF DISCUSSION

1. Must locate offices in the locations that will best serve the total public involved and that can supply reasonable physical facilities for the office and personnel's living needs.
2. The personnel should be versatile in his abilities, have good perception and trainability and an interest in rural people and problems.
3. Train personnel in these offices thoroughly in the total scope of the potential activities of the office.
4. Continue the training, encourage and moderate the personnel in accepting responsibility, and performing same with dispatch.
5. Offices should be established or maintained on a workload need or a public relation need in some instances, considering, of course, cost.
6. "Let down" in operation of small offices is a hazard, along with slovenly appearance, work habits of employee, keeping of appointments, office hours, etc., and needs closer vigilance than large offices.
7. The problem of friendliness vs friendship (palzy walzy) can be a greater hazard in small offices. Also, small office can become headquarters for the less busy public to bum if business dignity is not maintained.

CONCLUSIONS AND APPLICATION

Closer vigilance and communication, training and contacts, by line officers, are necessary to aid the personnel of the small office in getting the job done.

HOW CAN THE NEW EMPLOYEE PROMOTION PROGRAM BE DEVELOPED AND UTILIZED ===== AS A POSITIVE TOOL FOR BETTER PERSONNEL MANAGEMENT? =====

By
Clark N. Stohl

Mr. Stohl is a Representative, Civil Service Commission. He graduated from the University of Washington, Washington, D. C. He did graduate work at the University of Utah. Mr. Stohl has been with the Civil Service Commission for seventeen years out of the twenty-seven years in Government service. He first started with the Treasury Department, and later was with Reconstruction Finance.

DISCUSSION COMMITTEE

S. L. Cuskelly, Forest Service, Chairman
Henry E. Peterson, Farmers Home Administration
Charles H. Percival, Agricultural Marketing Service

DIGEST OF TALK

As a result of the threat of a statutory Federal Promotion Program and of a study conducted by the Civil Service Commission which indicated a need for a Federal Promotion Program came the new Federal Merit Promotion Program.

The program is not altogether a new system. It consolidates the basic principles of good placement and requires agencies to incorporate them into their promotion program. The new aspects underscore these basic principles:

1. Promotions must be made in accordance with a well-thought-out procedure (plan).
2. Plans must provide for selection from among the best, not merely the barely qualified.
3. Employees must be informed of qualification requirements so that they can prepare themselves for opportunities to progress.
4. Promotions must be documented to insure adherence to procedures, to provide information for evaluating the effectiveness of the program, and to supply records useful in informing employees.

The basic program is flexible, to permit each agency and activity to follow procedures best suited to its particular situation. An agency can adhere to the basic principles of the program under many different systems.

One must consider how much a sound promotion program contributes to total personnel function and keep this in mind to realize the full value of the program.

Some of the values of the Federal Merit Promotion Program are:

1. It is an important method of filling positions and will contribute a stabilizing influence on the attitude of employees and the organization.
2. It promotes good communication and cooperation among technicians and administrative staff and line supervisors.
3. The new program aids in systematizing reclassification actions, documenting and controlling details.
4. It encourages advanced planning for reorganization, setting up new positions and periodic review of accuracy of classifications.
5. It may reveal overlapping functions, duplication and the need for rearrangement.
6. The necessary study of job requirements under the program may point up needed areas for training to supply qualified candidates and also the need for training employees after selection to bring to full competence.
7. Promotion procedures often reveal the need for supervisory training to improve officials' understanding of personnel functions.
8. Performance evaluation can also get an assist from a good promotion program. Promotion, career development and performance evaluation are tied in together. New promotion program emphasizes counseling employees to improve and add to their skills and abilities and to overcome their weaknesses. It encourages sound performance appraisal that is a benefit to an agency and its employees rather than pro forma compliance with requirements.
9. The importance of the incentives program is brought out by the promotion program - superior performance and suggestion awards are considered in making selections for promotion.

10. The employee relations program also benefits. This is not a separate "program" but a composite of many other personnel and administrative functions. A sound promotion program that is understood and accepted by employees removes cause for much employee dissatisfaction. Continuing information about administration and results of the promotion program also contribute to good morale and work satisfaction. Employees know they will not be overlooked, and will be given equal opportunity to advance.
11. The new promotion program requires agencies to evaluate their operations under the program periodically. This points the way to complete program evaluation, a matter of good administration and good business. Because promotions are intimately related to other personnel programs, promotion evaluation points out strengths and weaknesses of these programs, too. It supplies leads to improvements that can be introduced into these other programs.

CONCLUSIONS AND APPLICATION

The ten points listed below were selected for the committee discussion. Most of the discussion centered around the establishment of areas of consideration, and employee classification within these areas. It was indicated that this process would aid in pointing up the need for training, and would provide a basis for reclassification actions. The mandatory requirement, "that agencies shall make promotion plans available so that employees may readily determine how they are affected by such plans" was discussed in the light of its stabilizing influence on employees and the agency. There was general agreement indicating that morale would be favorably affected and a better line of communication established between the employee and the supervisor.

Discussion of the awards program in relation to qualification standards, indicated that supervisors would probably encourage participation more than in the past. Discussants also stated that employees earning awards would receive more favorable consideration for promotions when the award indicated increased competence and better qualification, but that other technical qualifications would receive more weight in the final consideration.

Present promotion plans of the Forest Service and the Soil Conservation Service were discussed briefly in regard to the attitude that refusal to accept transfer could limit the number of personnel in the "best qualified" classification group, thus defeating to some extent the intent of the merit promotion plan to select for promotion those best qualified.

The Federal Merit Promotion Program:

1. Will contribute a stabilizing influence on the attitude of employees and the agency.
2. Promotes good communications between technicians, administrative officers and line supervisors.
3. Aids in systematizing reclassification actions, documenting and controlling details.
4. Encourages advanced planning for reorganization.
5. May reveal overlapping functions or duplication.
6. May point up needed areas for training.
7. Emphasized counseling and encourages sound performance appraisal.
8. Brings out the importance of the incentive program.
9. Contributes to good morale and work satisfaction.
10. Periodic evaluation points out strengths and weaknesses of the program.

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HOW TO MOTIVATE PEOPLE

By
M. P. Graeber

Dr. Graeber is Chief, Psychiatric Service, Veterans' Administration Hospital, Fort Douglas Division. He joined the staff at Fort Douglas in 1953. Prior to that time he practiced medicine in North and South Dakota and took resident training in psychiatry in California. He holds a B. A. degree from the University of South Dakota and a M. D. degree from Temple University.

DISCUSSION COMMITTEE

Keith Myers, Soil Conservation Service
George Coombs, Agricultural Stabilization and Conservation
State Office
George Craddock, Forest Service

DIGEST OF TALK

In defining motivate, one must also define motive.

Motivate - To furnish with a motive; to give impetus to.

Motive - That which incites to action; that which determines the choice or moves the will.

Some tools of motivation are:

1. Money
2. Promotions
3. Status
4. Penalties

Motivation is generally based on the theory of Reward versus Punishment or of Pleasure versus Pain. Nearly all stimuli will fall into one of these categories.

It must be recognized that different stimuli will motivate different individuals in a different manner. Also, that the same stimulus may motivate the same individual differently at different times. Examples of this are:

- Money - Usually motivates people to do additional work but in some cases may cause an individual to quit work because there are other rewards which he values more.
- Promotions - May activate one person to greater achievements and work but may cause another to come apart at the seams.
- Piece Work - Piece work with a bonus for that above a certain quota will motivate some people but not to the extent expected. Most individuals usually stop work at the acceptable quota or slightly above. Group effect may deter people from exceeding quota.
- Ridicule - This may stimulate a few people but generally doesn't work in that manner.

Why don't these stimuli always work?

1. The reward or stimuli must be defined by the recipient and not by the supervisor. What one considers as a reward may be considered as a punishment by another.
2. Unity system - The reward or punishment area of the recipient may be a combination of units rather than a single unit.
3. Value of reward is established by the recipient.
4. Supervisors try to be amateur psychiatrists. One standard should be set and followed.

Stimuli which motivate are based on human needs. If we know what these are, we can establish the proper reward or punishment stimuli.

Human needs can be divided as follows:

1. Physiological
Items such as food, water, etc., are not readily usable in our way of motivating people.
2. Psychological (Emotional Needs)
 - a. Security
 - b. Need to be loved.
 - c. Self (body image)There is a strong need to maintain this.
3. Cultural
Country Club, religion, age groups, etc.

How are human needs recognized?

1. Reading
2. Listening (be tolerant in doing so)
3. Observing
4. Being curious

It is not necessary to agree with another person's view, but don't try to change the traits which make him tick. Be tolerant and use those traits to motivate him.

Reward and Punishment Theory is not the only framework in which people are motivated. Another theory or principle is that regardless of needs, respect and maturity motivate people. Everyone needs to be a mature complete individual.

DISCUSSION

The different stimuli used to motivate people was discussed. The group agreed that reward or pleasure are more effective than punishment or pain and should be used whenever possible.

Dr. Graeber discussed the success they had had with the open admitting ward at the V. A. Hospital. He attributed the success to (1) the idea was suggested by the employees (2) everyone was considered and their ideas obtained (3) it appealed to the maturity of the individuals (4) the pride of the people in seeing the venture succeed.

Principles which provide for the proper climate for motivation are:

1. Placement consistent with abilities and capacities.
2. Clearly defining organization relationships and objectives.
3. Delegating proper authority for the job to be done.
4. Providing proper tools.
5. Proper training.
6. Recognizing good work.
7. Equitable reward - right level of pay.
8. Make employee feel he is a part of the organization.
9. Avoid paternalistic attitudes, favoritism or consideration of social or personal factors.
10. Keep folks currently informed.

Group factors can be effective in motivating people especially the low producers or non-conformists. Fellow workers can sometimes get action better than the supervisor. Group factors can motivate the entire group to better production provided the group is a cohesive unit and their attitude toward the parent organization is favorable. It will be the reverse if their attitude is unfavorable.

A question was raised as to whether the provision of added security is inconsistent with the provision of strong economic motivations. Discussion pointed out that it was a matter of degree. Too much personal security would deter the motivating effect of economic benefits. There needs to be a balance so the maximum results can be obtained.

CONCLUSIONS AND APPLICATION

To motivate employees in the desired direction is a key job of all supervisors. To do this the proper climatic for favorable motivation must be established. The supervisor must determine what the recipient considers as rewards and pleasures and then use these stimuli in motivating the employee. Such determinations can be made by reading, listening, observing and being curious. Principles set forth by the discussion leader and established through discussion of this topic can be used by all supervisors in day to day supervision of their employees. This is extremely important since the performance and morale of an employee are more strongly influenced by his immediate supervisor than any other factor in his environment.

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EFFECTIVE RELATIONS WITH THE PUBLIC
(OBTAINING COOPERATION -- EMPLOYEE OBLIGATIONS)

(Panel Discussion)

By

William H. Bennett, Acting Dean of Agriculture,
Utah State University

C. J. Olsen, Director,
State Park and Recreation Commission

J. A. Libby, State Conservationist,
Soil Conservation Service

Clarence Anderson, State Director,
Farmers Home Administration

DISCUSSION COMMITTEE

Robert A. Roundy, Agricultural Stabilization and Conservation
State Office

Scott B. Passey, Soil Conservation Service

Glen E. Casey, Agriculture Marketing Service

DIGEST OF PANEL PRESENTATION

William H. Bennett acted as moderator and presented the groundwork as follows:

Public relations means working together, to serve the public in accordance with assignment and conduct that will build confidence and increased understanding. As far as the public - no agency stands alone - all add up to agriculture. The public's attitude has changed from favorable to a sometimes unfavorable attitude. We must move to positive thinking and action.

Mr. Olsen began by stating that conventional modes of influencing people are: newspapers, magazines, television, radio, motion pictures, and similar methods (mass media).

Fourteen essentials of good public relations:

1. A good record of accomplishment.
2. A good attitude by each and every employee.

3. An employee must have knowledge of the job and a part in making and carrying out of the plans.
4. All issues be met fairly and honestly.
5. Tolerance (it can be overdone).
6. When you disagree with a person, do it with tact.
7. Be genuinely interested, friendly and humble.
8. Character (an organization is but a shadow of the men and women in it).
9. Must know job.
10. Simplicity in speaking and writing is essential.
11. Place for humor (not overdone).
12. Loyalty to friends, family, organization, and country.
13. Other qualities: courage, vision, capacity, controlled enthusiasm, positive thinking, initiative, aptitude, self-reliance, and faith in himself and his fellow men.
14. Every individual should participate in some community activity.

Quota of a successful businessman, "The success and ultimately the survival of every business, large or small, depends on its ability to develop people".

Quote of Dr. Reinhold Neibuhr: "God grant us the serenity to accept the things we cannot change, courage to change the things we can, and the wisdom to know the difference".

We should never get too busy to listen to complaints and suggestions from the people whom we serve and represent, no matter what their station in life might be.

Mr. Anderson said that public relations is activities in building and maintaining sound relations with a special public such as customers, stockholders, and the public at large so as to adapt to its environment and interpret itself to society. Public relations is the gentle art of persuasion. Public relations is a management function, a tool of management, a skill of communication, education of the public, and courtesy. Above all it is telling the truth.

Public relations is a young profession of about sixty years. Originally public relations was simply getting publicity. Early public relations men were just press agents. This type of public relations often misrepresented the facts, which lead to unfavorable public opinion.

A public relations program should achieve understanding and support for well defined objectives. All employees should participate in the public relations program. Sound public relations do not just happen -- they must be planned. The program and action of carrying it out must be coordinated.

Good public relations result from proper use of communications by letter, telephone, and personal contact. Public relations call for informing, not selling. Do not assume the unimportance of anyone. Treat all fairly and courteously. Apply the Golden Rule.

A good public relations program is underway at all times. Government agency people have a difficult public relations job because people resent authority. Government forms and regulations irritate some people.

Act when action is called for. Don't delay. Use simple language orally and in writing. No gobble de gook.

One objective in good public relations is to change peoples' thoughts into your own line of thinking. People resist change.

Don't take away the feeling of importance. Protect the ego of others while attempting to change their thinking and attitude.

To overcome opposition:

1. Agree with audience in principle.
2. Make it clear they are not to blame for being wrong.
3. Admit many people agree with those opposing you.
4. Agree with part of opposing argument.
5. State your desire to agree if you could, but facts warrant different conclusions.
6. Show respect for opposing crew.
7. Agree first, then raise objections as an afterthought.
8. Restate opposing ideas in a form that would be acceptable to you.
9. Attack your own ego before deflating others' thoughts.
10. Praise others' thoughts before attacking opposition.

In public relations you must think of the customer. The customer is always right. Don't assume that you know what the customer wants.

Mr. Libby's remarks were based on his own experience and observation in the USDA.

In the USDA, or at least in SCS, the major part of our assigned job involves:

1. Giving the public (especially farmers and ranchers) technical information that may be used in making sound decisions for their own and National benefit.
2. Motivating people to do things which are not their own but, if done, will benefit them and the nation.
3. Effective working relations between individuals, agencies (USDA team) or groups.
4. Effectiveness of working relationship is measured by the results obtained.

Common errors in public relations:

1. Lack of planned public relations activity.
2. Failure to carry through the planned activity.
3. Failure in communications.
4. Failure to remember we are serving the public instead of the agency of which we are part.
5. Failure to give adequate recognition.
6. Failure to ask for help (including other agencies or groups).
7. Failure to make an unbiased evaluation of public relations.
8. Failure to admit errors.
9. Failure to make it easy for the public to contact you.
10. Failure to be pleasant.

SUMMARY OF DISCUSSION

1. What are employee obligations?
 - a. Must have loyalty to the organization. (This can avoid criticism).
 - b. Each individual agency must have loyalty and understanding not just between employees within an agency, but between agencies.
 - c. Employees are part of communications.
 - d. The employee should be an example, should look good in public, wearing appropriate dress.
 - e. Employee or employees should keep their offices clean and presentable.
 - f. An employee must have the assignment and also resources to carry out the assignment for effective communications.
2. A question was posed that being a model citizen may be carried to the extreme. The employee should be able to live his own life.
 - a. It was suggested that employees not be conspicuous.
 - b. Be a good citizen first and a good agency employee second.
3. The problem of obtaining proper public relations.

Wm. H. Bennett gave a sample of the Extension Service having a large assignment and few personnel to carry out the assignment. He expressed the need for agencies getting in on each others' planning to improve public relations by understanding.

4. What information about a public organization is the public entitled to know or not know?
 - a. Regulations limit this item.
 - b. We should avoid keeping the public in ignorance of what we are doing, and it is important that we know what the other agencies do to clear up misunderstanding with the public.

CONCLUSIONS AND APPLICATION

Need for a good strong public relations program (common errors in public relations can be made by individuals as well as by agencies or groups).

Develop and use a good public relations training program in all agencies designed to promote better cooperation and understanding by all concerned, including the public.

Everyone of us must accept responsibility, and we must make every effort to redeem that responsibility.

We must give of our means and our talents to our Nation - to our State - to our community - to our home and our church as well as to our organization.

If we lack leadership, we must develop it.

In our country where the dignity of men is respected, we do not drive people, we do not force them; we try to influence them through methods in keeping with the dignity of man. We cannot do this if we are drifters.

"People like to be treated like people."

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EFFECTIVE COMMUNICATIONS IN MANAGEMENT

By
D. Crawford Houston

Mr. Houston is the Director of Communications, Utah Copper Division, Kennecott Copper Corporation. He graduated from Brigham Young University with a B. S. in business administration. He received the degree of Master of Business Administration at Leland Stanford University in June, 1929. He has served the State Governments of California and Utah, and the United States Government in various capacities and has been associated with the mining industry of Utah since January, 1940.

Mr. Houston first started with Utah Copper Company as Assistant Superintendent of Welfare in 1940. In 1943 he was appointed to the position of Superintendent of Welfare. He became Director of Industrial Relations in 1945 and served in that capacity until May, 1957. He has held his present position since that time.

DISCUSSION COMMITTEE

Lloyd Hunsaker, Agricultural Extension Service

Edgar C. Shaffer, Agricultural Stabilization and Conservation
State Office

H. V. Wiser, Agricultural Research Service

DIGEST OF TALK

Administrators and supervisors are concerned with production. Therefore, there is need to understand as fully as possible why men behave as they do and how they can best be approached so as to get maximum production. The answers given by general managers to the question as to why men work were quite different from answers to the same question from the workers themselves. The general managers listed money as the primary reason, whereas the workers listed money as the fifth reason. This difference illustrates how little general managers really understand the workers and emphasises further need for better understanding.

The big job of management is the development of people. "Management" was defined as, "the guiding of physical and human resources into dynamic operational units that accomplish their objectives to the satisfaction of those served and with a high degree of sense of attainment on the part of those serving".

Production resources were listed as men, money, materials, machinery, and methods with men being rated as the most important resource. Men must therefore be motivated to get performance that will result in a high level of production. Motivation is dependent upon communication.

What is communicated?

Understanding and appreciation. These are keys in the art of knowing each other. Understanding means we know what the worker thinks and he knows that we know.

Who is communicated with?

Some one individual. The most powerful communication is honest, straight-forward action. A smile has great value in communicating. Communication is most desirable when it is interpreted by the receiver in the same sense and degree as the sender. In communicating a flock shot is not effective. A single individual is the objective.

Why communicate?

To get a meeting of the minds. To be understood and appreciated. To let others have our way.

When to communicate?

In all our waking hours, in all human contacts.

Where to communicate?

In any communicating situation on the job - at home - at lunch.

How to communicate?

In a setting of friendliness. Understanding each other. Respecting each other's rights. By listening -- learn to be a good listener. Be a good example.

There are three types of people who have difficulty communicating:

1. Those who give answers with apparent authority when they do not know the answers.

2. Those who brag.
3. Those who lie.

SUMMARY OF DISCUSSION

Question -- What portion of a supervisor's time should be spent in communication?

Answer -- Generally 80 percent when it should be 95 percent. This further emphasises the need for proper meaningful communications if a supervisor is to be a real asset to his organization.

The area of communication seems to fit into two areas that might be classified as practical and spiritual. In the practical area the group listed communication problems as follows:

1. Correspondence
2. Failure to concentrate on the idea.
3. Failure to make contact with those we should meet.
4. Failure to be specific which allows wide interpretation.
5. Annoying mannerisms and habits.
6. Poor methods.
7. Lack of knowledge of area of communication.
8. Speech defects.
9. Not being open-minded.
10. Not allowing two-way communication.
11. Inability to convey right meaning.
12. Lack of forethought.
13. Lack of simplicity.
14. Confusion.

Mr. Shaffer in his discussion on practical aspects pointed to some every-day functions of all of us which are included in the field of communications. He specifically referred to letter writing to avoid long sentences, paragraphs, and long letters. To also avoid over-used and cumbersome phrases. He suggested that we should observe the 4 S in letter writing, namely: Shortness - Simplicity - Strength - and Sincerity.

In the spiritual area the following problems were presented:

1. Difficulty in breaking down barriers that exist.
2. Fear to admit misunderstandings.
3. Proper values not seen.
4. Poor approach attitude.
5. Being presumptuous.
6. Not maintaining sincere and honest relations.

Dr. Wiser pointed out that the spirit in communication is vital. That communication could be effective or ineffective as a result of the spirit of either the written or spoken word. Words can be changed in meaning by the spirit in which they are used. Such things as: tone of voice, inflections, facial expressions, friendliness, gestures, etc. are all important. Care in the use of written words is also vital since the sender does not have personality expressions to assist with interpretation that verbal communicators have.

Efficient communication gives understanding. Understanding gives success.

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